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AUTHOR Taggart, Germaine L., Ed.; Phifer, Sandra J., Ed.; Nixon, Judy A., Ed.; Wood, Marilyn, Ed.

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ABSTRACT

This handbook provides teachers and administrators with strategies to construct, adapt, and use rubrics. A rubric is defined as a tool for assessing instruction and performance according to predetermined expectations and criteria. The chapters in this text contain guidance on formulating, applying, and reviewing the pros and cons of this form of alternative assessment. Cross-curricular rubrics are provided, which should be useful in many classroom scenarios either as constructed or after being adapted to meet the needs of the classroom situation. The following chapters are included: (1) "Assessment That Drives Instruction" (Ethel Edwards); (2) "Program Rubrics" (Deliece Mullen, Judy A. Nixon, Sandra J. Phifer, Germaine L. Taggart, and Marilyn Wood); (3) "Student Implementation of the Rubric" (Nancy Harman); (4) "Rubrics: Setting Criteria for Young Learners" (Sandra J. Phifer and Judy A. Nixon); (5) "Rubrics: A Cross-Curricular Approach to Assessment" (Germaine L. Taggart and Marilyn Wood); (6) "Reading, Writing, and Classroom Rubrics: Ways To Motivate Quality Learning" (Craig S. Shwery); (7) "Using Rubrics in Specialty Areas" (Sandra J. Phifer); (8) "Student Computer Use and Assessment" (John Neal); (9) "The Diverse Learner: Setting Meaningful Criteria" (Juliann Bliese); and (10) "Rubrics: A Tool for Ongoing Teacher Evaluation" (Germaine L. Taggart). (Contains 79 figures.) (SLD)

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